



How to Overcome Ordinary Writing Complications

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Abstract: Writing skills are one of the skills taught to children from primary school. Writing has a very broad meaning today, in particular: expressing one's opinion, writing essays, articles, or writing a dissertation. In the process, many problems can arise related to writing or continuing to write. This article describes how to overcome the same problem and challenges.

Keywords: writing skills, curriculum, skills, literacy, school curriculum, training, etc.

The ability to read and write in a purposeful manner during literacy training is called reading and writing skills. This skill requires knowledge, because any skill cannot be formed without knowledge. Knowledge may not have become a skill. For example, a child may not be able to write the elements of the letter v in a notebook, knowing how to place them between the lines, or the student may not be able to recognize and read the letters. Other activities to develop writing skills include sitting properly at a desk while writing, holding a pen between your fingers, and placing a notebook on a slope. Reading and writing skills will be improved and developed into skills. An activity must be repeated several times for skills to be formed. In writing, the student begins to write words and phrases without thinking about how to hold the pen or how to move it. So, reading and writing skills are the process of making an action without thinking. The skills will be strengthened in the next stages of training and will reach the level of automation. Writing skills help each other succeed. That is why reading and writing are taught in parallel, and this activity is practiced regularly. Therefore, in the process of teaching literacy, a child needs to read and write a lot. The Uzbek script is a phonetic notation. For each sound, a special graphic shape (letter) is obtained for each phoneme. In reading, graphic forms are converted into sounds, while in writing, sounds are converted into letters. In the process of teaching literacy, the teacher should take into account the phonetic features of the Uzbek language when introducing students to sounds and letters, teaching them to read synthetically. Literacy is based on the analytical-synthetic sound method. The word is divided into syllables, from the syllable necessary - the sound under study is extracted, analyzed, synthesized with the studied letter, on the basis of which the letter and the whole reading process are mastered. It takes into account the features of the Uzbek language graphics system, the definition of sounds in writing. It is important to take into account the following features of the Uzbek language graphics system in teaching literacy.

During the writing process, students memorize how to hold a pen correctly, how to place a notebook correctly, how to write lines when writing a letter, how to move a hand along them, how to connect a letter to a letter, how to fit in a line. 'should be considered. During the writing process, the student moves the pen slowly, insecurely, on a piece of paper, pauses to write a letter and compares it to a pattern, sometimes going out of line, painting and correcting mistakes. Useful tools to facilitate analysis and synthesis by sound-letters include cross-letters, cross-links, and typewriters, as well as abacus (moving tape display), cadoscopes, and similar technical devices; a tape recorder or lingophone cabinet serves to work on the pronunciation of sounds, as well as to repeat the recorded expressive speech (mainly a work of art). One of the main tasks of primary education is to develop students' speech. Speech development can be done in three ways: by working on the word, by working on the phrase and the sentence, and by working on the connected speech, according to the methodological literature.

One of the main tasks in writing lessons is to develop students' speech and thinking skills. Students are free to compose a sentence or story orally, but have difficulty choosing a word that is not a letter they have not learned to write. The teacher should assist in this process and monitor the recording. Creative writing exercises need to be done consistently and gradually. These exercises prepare students to write essays and essays, and teach them to write their ideas independently. In writing lessons, exercises like the above will help students develop their written speech in relation to their oral speech. The challenges facing the modern school, the growth of the overall development of primary school students, the achievements in the field of psychology and private methodology require changes in the content of teaching in the classroom and teaching methods. In this regard, the methodology of analysis of works of art has been improved: repetition exercises have been reduced, exercises to develop the ability to express one's opinion on creative and read texts have been increased, not on parts of the work, but as a whole. began to work on the work, increased the independence of students in explaining the idea and images of the work, began to use more different types of tasks in working on the text, technical means of teaching and advanced pedagogical technologies, etc.

The versatility and complexity of the interrelationship of all aspects of language, their dialectical unity, is manifested, first of all, in its function as a means of communication. Communication is an important feature of language. This function is performed by each part of the language in interaction with other parts. The sound shape of each word allows people to communicate. But the sound structure of a word does not live on its own, just as its form does not make sense without meaning. Not a set of sounds, but only a set of sounds that have a specific meaning can serve the purpose of communication. As you know, a set of sounds that make sense is a word. The vocabulary of a language is a unique building material that serves to express ideas. No matter how rich the vocabulary of a language, without grammar it is dead. The richness of a language's vocabulary does not in itself serve as a communication. In order to serve the purpose of communication, the words in the dictionary are grammatically interconnected and formed into a sentence. It is through this structured sentence that thought is expressed.

It is common for students in today's educational system to dislike and/or avoid the writing process. Many students feel writing takes too long. For some, writing is a very laborious task because there are so many sub-components which need to be pulled together. For others, the reason lies in some processing difficulties, such as dyslexia or dysgraphia. Some educators wonder if students no longer enjoy the slower, more refined

process of written communication because they spend so much time watching the faster-paced visual modality of television. Students with learning problems, even those who read well, frequently submit written work which is brief and/or difficult to read. Such students can be victims of misunderstandings, a problem which becomes much more pronounced at the secondary level. “Accusations of laziness, poor motivation, and a reprehensible attitude are often directed toward deficit writers. The results can be a serious loss of incentive, a generalized academic disenchantment and demoralization”. There are many reasons students avoid writing. Primary reasons may be one or more of the following:

- They have a hard time getting started and feel overwhelmed by the task.
- They need to concentrate to form letters: it is not an automatic process.
- They struggle to organize and use mechanics of writing.
- They are slow and inefficient in retrieving the right word(s) to express an idea.
- They struggle to develop their ideas fluently (poor ideation).
- They struggle to keep track of their thoughts while also getting them down on paper.
- They feel that the process of writing on paper is slow and tedious.
- They feel that the paper never turns out the way they want.
- They realize that the paper is still sloppy even though substantial time and effort were spent.
- They are dysgraphic, which causes multiple struggles at the basic processing levels.
- They are dyslexic, which causes very poor spelling and interferes with automatic use of writing mechanics.

As parents and teachers, we can help students deal with their lack of enjoyment of the writing process and also with poor skill development. The techniques are twofold. Students need to: develop a greater understanding of and appreciation for the purpose of writing and develop more efficient skills. When students have a combination of this understanding and the skills, they are then free to apply techniques and abilities in a wide range of situations. This is especially true and necessary for dyslexic and/or dysgraphic students who are compensating for processing inefficiencies in the language domain.

There are many reasons a student may avoid writing, but most relate to the concept that writing is not fun or enjoyable. When writing is not meaningful, it is difficult to pull together the variety of skills needed to develop enthusiasm about writing. Students learn to write by writing, which then gives them the confidence to continue to write and continue to develop their skills. Using a variety of modalities can help create enthusiasm for writing and help students view writing as a more meaningful activity. It is also important to analyze the lower level skills to ensure that the student has appropriately developed automaticity in these skills. When students are frustrated with individual components related to the task of writing and/or when they struggle to get started or to keep track of their thoughts, then the writing process is not fun, and their lack of enthusiasm becomes evident. Writing remains at the level of drudgery no matter how exciting the topic and students may feel threatened by the process of writing. The goal for these students is to reduce the frustration, struggles, and feeling of threat. Increasing automaticity of skills is required to increase overall writing automaticity for a student. When automaticity, as developed by metacognitive awareness of the writing process and use of specific strategies, is combined with skill development and bypass strategies, the

student should be able to deal with the vast majority of written expression tasks. The next step is to integrate purpose and meaning to generate fun and lead to enthusiasm for writing.

Academic writing plays central role in STEM research and publication. It serves as a tool of communication to disseminate knowledge acquired in a specific research field. As acquisition of data and findings is necessary, so is its appropriate conveyance to the right audience. In academic writing, information gathered by authors must not be subject to different readers' perspectives. The concept should be clearly stated as understood by the author, especially on complex subjects. Hence, it is important to improve academic writing skills of grad students to help them analyze, disseminate knowledge, think critically, and focus on advancing techniques. Considering that writing academic papers is one of the most dreadful activities faced by students in grad school, it is unwise to underestimate its importance. As academic writing features serious tone and present theories and facts in question, it proves to be vital for intellectual growth and ability of grad students to lead a successful life. Furthermore, it is also helpful for comprehension assessment by readers. It is important to improve academic writing skills for the following reasons:

- Correct dissemination of research findings.
- Improves critical and objective thinking.
- Makes it easier for students to write research papers for publication.
- Evolves multi-directional perspective of looking at problems.
- Provides chance to be innovative and brainstorm ideas.
- Teaches time-management and organizational skills.

Academic writing aims to explore an idea, a concept, or an argument supported by factual evidence. As an academic, the need to be able to produce well-written essays, reports, papers, etc. to showcase your knowledge is very common. To improve academic writing skills, you must firstly be able to accept constructive criticism. Request your colleagues, supervisors, or professors to review your work and give their honest comments on the same. Additionally, learn from the suggestions and comments given by the experts of your field and incorporate them to revise your article. Make a note of commonly made mistakes and ensure its compliance in all future academic assignments. Effective writing is readable — that is, clear, accurate, and concise. When you are writing a paper, try to get your ideas across in such a way that the audience will understand them effortlessly, unambiguously, and rapidly. To this end, strive to write in a straightforward way. There is no need to write about science in unusual, complicated, or overly formal ways in an effort to "sound scientific" or to impress your audience. If you can tell a friend about your work, you are off to a good start.

To construct sentences that reflect your ideas, focus these sentences appropriately. Express one idea per sentence. Use your current topic — that is, what you are writing about — as the grammatical subject of your sentence (see Verbs: Choosing between active and passive voice). When writing a complex sentence (a sentence that includes several clauses), place the main idea in the main clause rather than a subordinate clause. In particular, focus on the phenomenon at hand, not on the fact that you observed it. Constructing your sentences logically is a good start, but it may not be enough. To ensure they are readable, make sure your sentences do not tax readers' short-term memory by obliging these readers to remember long pieces of

text before knowing what to do with them. In other words, keep together what goes together. Then, work on conciseness: See whether you can replace long phrases with shorter ones or eliminate words without loss of clarity or accuracy. Much of the strength of a clause comes from its verb. Therefore, to express your ideas accurately, choose an appropriate verb and use it well. In particular, use it in the right tense, choose carefully between active and passive voice, and avoid dangling verb forms. Verbs are for describing actions, states, or occurrences. To give a clause its full strength and keep it short, do not bury the action, state, or occurrence in a noun (typically combined with a weak verb), as in "The catalyst produced a significant increase in conversion rate." Instead write, "The catalyst increased the conversion rate significantly." The examples below show how an action, state, or occurrence can be moved from a noun back to a verb.

In your scientific paper, use verb tenses (past, present, and future) exactly as you would in ordinary writing. Use the past tense to report what happened in the past: what you did, what someone reported, what happened in an experiment, and so on. Use the present tense to express general truths, such as conclusions (drawn by you or by others) and atemporal facts (including information about what the paper does or covers). Reserve the future tense for perspectives: what you will do in the coming months or years. Typically, most of your sentences will be in the past tense, some will be in the present tense, and very few, if any, will be in the future tense. Note the difference in scope between a statement in the past tense and the same statement in the present tense: "The temperature increased linearly over time" refers to a specific experiment, whereas "The temperature increases linearly over time" generalizes the experimental observation, suggesting that the temperature always increases linearly over time in such circumstances. In complex sentences, you may have to combine two different tenses — for example, "In 1905, Albert Einstein postulated that the speed of light is constant . . ." In this sentence, postulated refers to something that happened in the past (in 1905) and is therefore in the past tense, whereas is expresses a general truth and is in the present tense.

In English, verbs can express an action in one of two voices. The active voice focuses on the agent: "John measured the temperature." (Here, the agent — John — is the grammatical subject of the sentence.) In contrast, the passive voice focuses on the object that is acted upon: "The temperature was measured by John." (Here, the temperature, not John, is the grammatical subject of the sentence.). To choose between active and passive voice, consider above all what you are discussing (your topic) and place it in the subject position. For example, should you write "The preprocessor sorts the two arrays" or "The two arrays are sorted by the preprocessor"? If you are discussing the preprocessor, the first sentence is the better option. In contrast, if you are discussing the arrays, the second sentence is better. The desire to be objective in scientific writing has led to an overuse of the passive voice, often accompanied by the exclusion of agents: "The temperature was measured" (with the verb at the end of the sentence). Admittedly, the agent is often irrelevant: No matter who measured the temperature, we would expect its value to be the same. However, a systematic preference for the passive voice is by no means optimal, for at least two reasons. For one, sentences written in the passive voice are often less interesting or more difficult to read than those written in the active voice. A verb in the active voice does not require a person as the agent; an inanimate object is often appropriate. For example, the rather uninteresting sentence "The temperature was measured . . ." may be replaced by the more interesting "The measured temperature of 253°C suggests a secondary reaction in . .

. ." In the second sentence, the subject is still temperature (so the focus remains the same), but the verb suggests is in the active voice. Similarly, the hard-to-read sentence "In this section, a discussion of the influence of the recirculating-water temperature on the conversion rate of . . . is presented" (long subject, verb at the end) can be turned into "This section discusses the influence of . . ." The subject is now section, which is what this sentence is really about, yet the focus on the discussion has been maintained through the active-voice verb discusses. As a second argument against a systematic preference for the passive voice, readers sometimes need people to be mentioned. A sentence such as "The temperature is believed to be the cause for . . ." is ambiguous. Readers will want to know who believes this — the authors of the paper, or the scientific community as a whole? To clarify the sentence, use the active voice and set the appropriate people as the subject, in either the third or the first person, as in the examples below.

Complications are things that get in the way of your protagonist pursuing his or her goal. These complications can be people, places, things, or events, and they can be negative or positive. So, a character might face challenges or tests (negative), but they might also receive tools and information they need (positive) to help them achieve their goal. Now, the key to writing good conflict is to write complications that get harder and harder to deal with over time. And we'll talk more about what this means in a minute, but that's pretty much the gist of what progressive complications are. The reader is rooting for your character to succeed in achieving their goal. So, when your character is faced with conflict after conflict, the reader is going to worry more and more about whether or not your character will succeed. And it's this sense of worry that keeps readers turning page after page to find out what happens next. So, if you don't handle the conflict in your novel well, or if the tension peaks too early in your story, then there's nothing left to hold the reader's attention and pull them through the rest of the story. When a person is faced with conflict, he or she has to react and make decisions under pressure. So, these moments of conflict and pressure are great opportunities to show the reader who your character really is -- or what they value, what they believe in, and what they are willing to fight for. And this is one of those things that readers come to stories for. Readers want to see how your character deals with tough situations and how those situations affect, challenge, and change them in return. Every story centers around a character who wants to achieve or accomplish something. And, as we discussed earlier, complications are the obstacles or opportunities that get in the way of your character achieving or accomplishing their goal. That means the best, most effective complications should relate to your character's goal. So, let's say you're writing a murder mystery and your character is a detective who wants to find the killer and bring him to justice. In that case, each complication should get in the way of your detective finding the murderer and bringing him to justice.

So, kind of like we just talked about with the detective who figured out who the murderer is, but needs to take a detour to go help his mom get her cat down from the tree... Getting the cat down from the tree doesn't require THAT much effort from your character compared to bringing down a serial killer, right? So, again, it's just one more way to pressure test the conflict in your story to make sure you're presenting the events of your story in the best possible way. Another way to think about this is that with each complication, your character should be faced with another opportunity to grow and change. So, by the end of your story, your protagonist will either be someone who's qualified to handle the climactic event -- or they won't be, right? In most stories, the protagonist will need to do some growing and changing to become that person. So,

by presenting your character with complications that are harder to deal with, and that requires more effort, you're essentially giving them the opportunity to adapt and change so that they can then accomplish their story goal and succeed in the upcoming climax. Well, there are two main types of conflict -- there's external conflict that comes from outside your character, and there's internal conflict that comes from inside your character. When you vary the types of conflict your character faces, or combine different types of conflict together in one scene, the conflict your character faces becomes "complex." So, if the detective in our example is chasing down the murderer that he's finally identified (which is external conflict) all while dealing with feelings of grief over his partner that just died (which is inner conflict), the scene will be much more interesting than if he was only chasing the murderer. So, throughout each of your scenes (and throughout your global story), you'll want to use various types of conflict to keep things interesting for your reader and to present your protagonist with new challenges and opportunities to grow.

In communication, every detail counts. Although your focus should be on conveying your message through an appropriate structure at all levels, you should also save some time to attend to the more mechanical aspects of writing in English, such as using abbreviations, writing numbers, capitalizing words, using hyphens when needed, and punctuating your text correctly. Use hyphens in English to clarify relationships in chains of words. Thus, low temperature impact (without a hyphen) suggests a low impact of the temperature, whereas low-temperature impact (with a hyphen) suggests the impact of or at low temperature. Such hyphens, useful for (nouns used as) adjectives, are unnecessary for adverbs. For example, a highly interesting paper does not need a hyphen; in this phrase, highly can only qualify interesting (not paper). In general, do not use a hyphen with a prefix, namely an element that is not a word in itself and that is added at the beginning of a word to modify its meaning. Thus, write multichannel, nonlinear, preamplifier, postdoctoral, realign, etc. As an exception to this rule, use a hyphen to separate vowels that would otherwise be read together, as in pre-embryo, or when the original word is written with a capital, as in pre-Columbian. In a recent survey, academic staff at the University identified the interrelated skills of essay-writing and reasoning as the two most important skills for success in higher education; when asked which skills students most often lacked, essay-writing was again at the top of their list. Needless to say, writing ability is also highly prized by employers.

The purpose of this booklet is to provide a reference guide to some of the most common mistakes in academic writing and to heighten your appreciation of the logic and beauty of language, a good command of which will help you to think more clearly and deeply, and have a positive impact on every aspect of your academic work, not just assignments. The examples that feature in this booklet are adapted from an analysis of first-year academic work, covering all faculties. The analysis found that most students are making the same mistakes. The good news is that these mistakes can be easily corrected by learning some simple rules, and it is never too late to learn. In writing, we sometimes use metaphors without realising it. A 'metaphor' is the term for a literary technique in which something is described as being something else, for example, 'The moon was a ghostly galleon'. Metaphors are mostly deliberate and obvious; in the example, the metaphor reveals something more about the moon – it describes it, making it more vivid. However, sometimes poor choice of vocabulary can lead to an accidental metaphor. Once you've identified your character's goal (and what they expect to happen), it's time to make a chronological list of everything that gets in your character's

way. So, that could be any person, place, or thing that gets in your character's way. So, for example, maybe there's a big storm or an unexpected invite to a holiday celebration or maybe some kind of intrusive thought that undermines your character's confidence. It could be anything as long as it's relevant to the story you're telling. If you're more of a visual person, it can be helpful to think of a straight line that represents your character pursuing their goal. If they traveled that straight line, they would accomplish their goal in the way they set out to accomplish it. But, we know that's not going to happen, so imagine the complications that get in your character's way as things that distract your character away from that straight line. So, they bump your character off the "easy path" of chasing their goal.

So, that's my five-step process for evaluating the conflict in your scenes. And the really cool thing about this process is that you can use these same five steps to evaluate each scene, each sequence, each subplot, each act, and even your overarching global story, too. Now, I know that level of analysis is not everyone's cup of tea so, don't worry if it's not yours -- and don't worry if what I just said feels super overwhelming. This process is something that a developmental editor can help you with if you don't want to do it yourself. So, if you want another set of eyes to help you evaluate the conflict in your draft, consider enlisting the help of a developmental editor. If you'd like to work with me on your story, you can click here to learn more about what I do and how I can help. If you're having a hard time evaluating the conflict in your own story, then I highly recommend taking a scene (or two or three) from your favorite movie and doing this quick scene analysis so you can see progressive complications in action. You'll learn SO much from analyzing stories that work and sooner or later, you won't have to spend so much brainpower writing conflict that escalates -- it will start to come more naturally to you because you've exposed yourself to it so much through these exercises. You can also use this as a great activity for your writing group or for you and a critique partner to do together. Maybe switch scenes and go through these five steps for the other person. Getting a second set of eyes on your pages can make all the difference! Last but not least, another common issue between writers is the lack of rest. Many writers will say that when they feel creative they get these big energy spikes and they feel like they could write for hours. While having a writer's block is not ideal, working for hours on end is also not what you should aim for. Getting enough sleep and eating well will help you have more energy and allow your thought process to work without issues. A big reason why many writers cannot connect their ideas properly is that their minds are not well-rested. The more relaxed your mind is, the easier it will be for you to notice good ideas and expand them accordingly. Being a writer can be a lonely job, especially if you work from home and not in an office. Sadly, most writers either work independently, remotely or as freelancers and this can cause this a lot of isolation. In many cases, being along for too long can impact your work and creativity levels negatively. The best way to overcome this is to connect with friends and family more frequently. If you are more of an introvert, try to make time to meet up with friends you are close with on a weekly basis. You do not need to go far to feel less alone. Going to a nearby park or visiting them at their homes is a great way to reconnect and feel more social. Click here to learn more about our own writing community and how you can connect with other writers.

If you are not feeling creative when it comes to your writing, the best thing to do is try to find creativity in other forms. Whether you enjoy drawing, painting, knitting, or doing anything else that requires creativity, now is the time to do it. Sometimes we get so caught up in bot being able to do something that we

forget just how good we are at other things. Being creative doesn't just have to revolve around one idea you need to work on for your project. Incorporating creativity in your writing can be done in various ways. If you are not able to express your thoughts, you can go ahead and draw them. Visualizing your ideas will always help you regain your creativity and give your work a new perspective. One of the things that every writer is dreading is the famous writer's block. Whether you are working on a new project or you are trying to come up with an idea, this problem can make you feel disoriented. Not being able to come up with new ideas is stressful and for some people, it can last for days or even weeks. The best way to overcome this is to stop focusing your attention on this problem. If you feel stuck, you need to find a way to focus your attention on something else. The best thing you can do is pick up a book and listen to someone else's ideas. A writer's block won't be easily combated if you continue stressing out about your lack of ideas for a project. Being a writer comes with its own set of difficulties which can make the job tough, despite all its perks. Working independently on your own projects or having set projects to work on can be equally challenging. No matter your niche or writing preferences, there are certain difficulties every writer faces which can hinder their performance. Whether you are new to this field or an experienced writer, you are surely looking for ways to overcomes some of the most common challenges. Here are some of these most common challenges and some tips and tricks you can start using in order to beat them.

Another common issue between writers is a lack of confidence in their writing abilities and themselves in general. Even if someone is a very talented writer, they are very likely to believe that their work is not as good as it should be. Gaining confidence comes through successful collaborations with clients and positive feedback from your audience. "What you need to remember if you are new is that faking confidence will help your work sell more. While you should not come off as arrogant, you need to market yourself and bring your work some exposure. The more you expose your work online, the easier it will be for you to start believing in your abilities and your talent," - says Diana Adjadj, a contributing writer who often receives 'write my paper' requests. Starting out as a writer can be tough, especially if you have never worked with clients before or have never made a budget. Freelance work is demanding in regards to your financial obligations and even experienced people in the field face might difficulties with money. Budgeting at the beginning of each month and keeping track of your income and expenses is important. Worrying about money will only make you upset and cause you to lose focus from your work. Therefore, the best thing you can do is keep it under control and not panic when times get rough. It will definitely take some time for you to build an audience and client base but when that happens, your finances will significantly improve. Working from home can negatively impact the work of every writer, especially those that are working on longer projects. Writing a book or any post that requires you to focus on one topic can be very tiring. Procrastination is a common enemy for all writers and can oftentimes be confused with the writer's block. Overcoming this issue can be done in a variety of ways. First and foremost, you need to keep your working space organized. This way, you can keep distractions at bay and only focus on working. In addition to this, you can set short-term goals which will motivate you to work on your projects more in order to achieve them. Smaller, more measurable goals can become the key to your productivity.

Academic writing is fundamentally a question of form rather than function. By developing sound and logical arguments, checking your grammar, correctly citing your sources, and sticking to a required format,

you'll end up with a solid piece of writing. Use these tips to ensure your project reflects your professionalism and effort. Thinking precedes writing. Read over your notes and sources, mark important text and write detailed outlines. If you have all the information you need to write and cite before you start typing, you'll be in good shape. Of course, if you don't keep all this information in one place, it's useless — so organize all your thoughts and citations into one folder and use it throughout the process. Fear is one of the worst writing challenges. If you aren't confident enough about your skills, you'll always be paralyzed when you need to start writing. And this will get you nowhere. Now imagine if your confidence was shattered every time your editor offered a critique. You probably wouldn't be able to write ever again. To feel more confident in yourself, take time to build your skills. By doing so, you'll minimize your confidence issues. If you don't have much confidence in yourself, a writing coach might be able to help you. Even if you're a native English speaker, you still might struggle to find the right words. But this applies especially to non-natives. The solution for this is pretty simple — read and write as much as you can. Reading enriches your vocabulary and improves your English skills. The fact of the matter is that writing skills are of course necessary for writing, and without at least a basic skillset, you're going to have a lot of trouble. However, with perseverance, practice, and daily writing, you can improve both your skills and vocabulary to the point where writing something like a short story or even academic writing becomes second nature.

Academic writing is an essential skill set that all students must develop. In order to succeed in the competitive world of academia, you must be able to communicate your ideas with grace, clarity and power. These ten tips will help you enhance and polish your academic writing so that you can impress your peers, professors and even publications:

- Write to the level of the intended audience. Academic writing is generally intended for highly educated and well-informed individuals who already know the basics of the topic in question. These readers need no in-depth introduction or explanation of the material. It's generally advisable to concentrate on the main points of the treatise rather than wasting your readers' time rehashing information they already know.
- Build on the past. Academic writing typically requires a great deal of research before the first word is ever written. By compiling and expanding upon relevant research and published reports on the chosen topic, authors can produce fresh, informative papers that do not simply repeat ideas that have already been examined and published.
- Get to the point. The first paragraph of the paper should quickly outline the main points to be covered in the entire document. This provides a structure for the paper and quickly establishes the primary topic for the reader. Some scholarly works include a brief abstract that serves the same basic purpose and summarizes the entire paper in a few short paragraphs.
- Take a stand. Creating a thesis statement and outlining the supporting evidence for that statement is one of the most effective writing strategies. By presenting the hypothesis along with persuasive arguments for its validity, writers can produce a compelling and persuasive piece of academic writing for publication.
- Provide supporting evidence. At a minimum, an academic paper should include a complete list of sources from which the information used in that paper was obtained. Ideally, academic writing

should include complete bibliographic information. This allows researchers and editors to expeditiously refer to the supporting material that was used by the author and evaluate the paper's conclusions that are based on those resources.

- Inform the audience. Opinion pieces are best suited for editorial works, not academic papers. By supporting the conclusions of the paper with solid evidence, writers can enhance their overall credibility and ensure that their points are considered fairly and fully by their audience.
- Avoid literary clichés. Academic writing is typically designed to inform and educate its readers; flowery language and overuse of metaphors and analogies can prove distracting and may diminish the impact of the points made in the paper. Choose language that is suited to the subject matter and that is clear, concise and to the point.
- Show a little style. Academic papers, like other types of writing, require a specific style and format in order to be readily accepted. Investing in an appropriate style manual and adhering to its recommendations can improve the quality of writing and the likelihood that the end result will be accepted by editors and by the final arbiters, the readers.
- Edit, edit, edit. Especially when it comes to academic writing, the process of editing is essential and ongoing. Editing should encompass content as well as format; condensing and clarifying the material included in the paper will help ensure that it is both concise and persuasive. By polishing the existing wording and eliminating excess verbiage, writers can produce papers that make their points more eloquently.
- Proofreading leads to perfect papers. Before submitting academic writing projects for review, authors should carefully examine their papers for any spelling or grammatical errors to ensure that their papers are as credible and cogent as possible. Enlisting a qualified, professional proofreading service that offers academic proofreading, dissertation proofreading, essay proofreading or thesis proofreading and can read over your paper and provide feedback on errors is an excellent way to ensure the quality of the finished product.

Writing involves juggling many things at the same time: grammar, spelling, letter formation, vocabulary, punctuation, capitalization, content, and following the directions of educators. All of these skills must be automatic for writing to be effective. For most of us, this is a big task. However, for many students with learning disabilities, it is an almost impossible chore. As a student progresses through school, the challenges relating to writing continue to increase. Students become involved in story writing, editing, research, note-taking, text/exam writing, etc. All of these tasks require planning and time. Students with LDs who have difficulties in writing are often accused of procrastination or lack of effort, and indeed may become discouraged if they do not get help. It is important for educators to recognize where the breakdown in written language occurs, and find creative ways to assist these students. Difficulties can be in handwriting and/or in written expression. The writing progress of students in the ELP program was compared to the performance of similar children in the same school district. In comparison to these control students, children who were taught by veteran ELP teachers made greater gains in writing. Their papers contained fewer spelling miscues, were longer, and better organized. These improvements were accomplished with just 1

year of instruction. It is likely that even greater gains would be realized if such instruction was provided on a consistent and regular basis each school year.

Outstanding writing teachers not only recognize the importance of “a little love and understanding,” they also stress the importance of tailoring instruction to meet the individual needs of children experiencing difficulty learning to write, including those with LD. In a study by Pressley, for example, outstanding kindergarten through 2nd grade literacy teachers reported that they provided qualitatively similar instruction for all students, but that children experiencing difficulty with literacy learning received extra teacher support. This included devoting more attention to the development of critical skills, more explicit teaching of these skills, and more individually guided assistance. This approach was illustrated in a qualitative study by Dahl and Freepon, where teachers provided extensive personalized assistance to weaker writers, including scaffolding and guidance designed to help them refine and extend their writing skills. For instance, struggling writers in these teachers’ classrooms received additional support with spelling, as their teachers spent extra time explicitly teaching them about letter-sound relationships. To gain a better understanding of how teachers tailor instruction to meet the needs of struggling writers, we recently surveyed 1st through 3rd grade teachers nationwide to determine the types of adaptations they make for these children. Two different tactics were used to query teachers about their adaptations. First, teachers were asked to indicate how often they engaged or employed specific activities or instructional procedures when working with average as well as weaker writers. Respondents recorded their responses for each group of writers separately on a Likert-type scale (categories included: never, several times a year, monthly, weekly, several times a week, daily, and several times a day). Using this approach, we found that teachers devoted more attention to teaching handwriting, phonics for spelling, and punctuation and capitalization skills to weaker writers than to average writers. Teachers were also more likely to re-teach writing skills to weaker writers, provide mini-lessons responsive to their needs, and conference with these children about their writing.

Creative writing is a form of writing where creativity is at the forefront of its purpose through using imagination, creativity, and innovation in order to tell a story through strong written visuals with an emotional impact, like in poetry writing, short story writing, novel writing, and more. It's often seen as the opposite of journalistic or academic writing. When it comes to writing, there are many different types. As you already know, all writing does not read in the same way. Creative writing uses senses and emotions in order to create a strong visual in the reader's mind whereas other forms of writing typically only leave the reader with facts and information instead of emotional intrigue. It can be a book series or a single installation, the factors that make up creative writing have more to do with how it sits with the reader artistically. Characters are necessary for creative writing. While you can certainly write a book creatively using the second person point of view (which I'll cover below), you still have to develop the character in order to tell the story. Character development can be defined as the uncovering of who a character is and how they change throughout the duration of your story. From start to end, readers should be able to understand your main characters deeply. When you're reading a newspaper, you don't often read paragraphs of descriptions depicting the surrounding areas of where the events took place. Visual descriptions are largely saved for creative writing. You need them in order to help the reader understand what the

surroundings of the characters look like. Show don't tell writing pulls readers in and allows them to imagine themselves in the characters' shoes – which is the reason people read.

The second tactic for determining teachers' adaptation was more open-ended and simply involved asking respondents to list all adaptations made for weaker writers in their classrooms. This approach yielded a variety of adaptations, ranging from procedures for circumventing writing problems to extra encouragement and praise. The most frequent adaptations involved additional one-on-one assistance. This included individual help from the teacher, adult tutors or volunteers, or older and same-age peers (including collaborative planning, writing, or revising with a peer). Another cluster of adaptations focused on difficulties with text production skills. To overcome problems with spelling skills, teachers indicated that they developed personalized spelling lists for weaker writers, directly helped them spell words they didn't know, or provided resources (e.g., word banks) designed to facilitate correct spelling. Teachers also sought to bypass text production difficulties by allowing weaker writers to dictate their compositions or write with a keyboard. A third cluster of adaptations centered on procedures for supporting the thinking and creative processes involved in writing. Teachers facilitated planning for weaker writers by having them talk out their story in advance of writing, using webs or graphic organizers to generate and sequence ideas, or drawing pictures depicting what would happen in the story. Children's revising efforts were supported through the use of revising checklists or via direct help from the teacher or a peer during revising. Other adaptations included help with selecting writing topics, shorter or easier writing assignments, small-group instruction, additional homework assignments, and extra instruction on grammar and sentence writing skills.

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